

CNR HONORS

THE COLLEGE OF NEW ROCHELLE

*Femmes
d'Espirit*

Spring 2013

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Femmes d'Espirit

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Dear Readers,

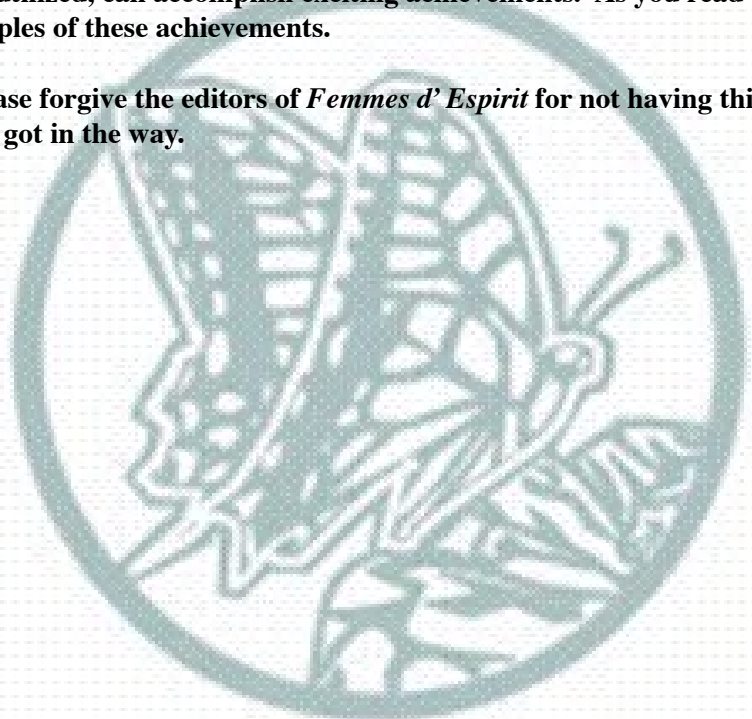
It has been not only a busy year for Honors students, but also for Mother Nature herself. First there was a tornado warning, then there was a power outage, and then on October 2012, the East Coast witnessed the devastating effects of Superstorm Sandy. It is called “an act of God”; something that cannot be prevented, something that is out of our control. And though The College of New Rochelle made it through, we could not help but feel the effects of the sudden halt in activity on campus. Many students evacuated the campus to stay with family, very few stayed behind.

On the ride over to visit my friends who decided to stick at CNR, I saw people walking the streets expressionless, lost because there was no television to entertain them, or because they did not buy a back-up generator when they should have. Cars formed lines for gas going back block after block. It was sad to see a population so confused, so unprepared to deal without modern conveniences. If this is how they acted when they lost electricity, how would they have acted if they had been one of people who lost their homes? Or a victim of the fire in Queens that followed shortly after Sandy had hit? Would they act with the same diligence and courage of those hit the hardest? The amount of emotional and physical energy it takes to keep going after disaster is incredible, and those who fought and continue to fight through the aftermath of Sandy keep moving forward and live their lives as they intend to. And that is an admirable feat.

Those who camped out at CNR remained in good-humor, I am happy to say, during their week or so overnight in the SSC and Mooney Center. Cold showers, limited internet access, close quarters, and gymnastic mats for beds, students got along just fine. Once people were allowed to go back into their dorms—electricity, warm showers, etc.—there was a renewed sense of comradery for both those who stuck at CNR for the duration of Sandy, and for her victims. It is this comradery, one so giving, understanding, and supportive, that I wish upon Honors this semester; a comradery that I know we have within the Program, and I know that when utilized, can accomplish exciting achievements. As you read this issue you will be able to see many examples of these achievements.

I now end my letter. Enjoy, and please forgive the editors of *Femmes d’Espirit* for not having this issue out to you sooner, but an “act of God” got in the way.

Sincerely,
Amelia Ellis, ‘14



What Has Honors Been Up To?

September

- Welcomed nine first-year students to the Honors Program.
- Welcomed junior Kayla Cummings as the new Resident Advisor of the Honors Living and Learning Community in Ursula.

October

- Opened new lounge space for the Honors LLC in the lower-level of Ursula.
- Honors students and faculty gave a two-hour presentation to the college's Board of Trustees at the invitation of President Judith Huntington.
- Attended a luncheon hosted by President Huntington in the Castle Parlors to discuss the Honors Program.
- Voting for the Honors Board took place.
- Honors Board held its first meeting.
- Students Meagan Yoen, Regina Alvarado, and Amelia Ellis performed chamber music at the Trustees Gala in honor of Sister Dorothy Ann.

November

- Welcomed Sister Martha Counihan, college archivist, to the seminar "December in America" to speak on traditions of Christmas in the college's history.
- Hosted Dr. Alisha Holland, Postdoctoral Researcher in Cognitive Neuroscience at New York University, the Honors LLC to present "How Our Present Shapes Our Past: Memory

November Continued...

- Across the Lifespan". The talk worked in conjunction with the Honors colloquium on memory, taught by Dr. Nereida Segura- Rico.
- Two Honors students submitted proposals to the NRHC conference in Philadelphia for next April.
 - Renovations in the Honors Center continued with the installation of a Sharp Interactive system and a new mahogany seminar table.
 - Honors Board held its second meeting of the year, and created a Sub-Committee for a winter dinner.

December

- Students travelled to Washington Irving's home "Sunnyside" in Tarrytown, New York, and to see the Christmas Tree in Rockefeller Plaza as part of the "December in America" seminar.
- Amelia Ellis and Regina Alvarado, performing as the duo "Ivy", played at the admissions event entitled "Christmas at our Castle."
- President Huntington attends the research presentations of the Honors seminar "December in America."
- Honors students and faculty took part in a staged reading of "A Christmas Carol" in the Castle parlors.

And we'll keep on going!

HONORS MATTERS: *It Takes A Community* Dr. Amy Bass

To say the last year or so has been a hectic time for Honors is, well, an understatement. Last year the Program went through its quadrennial review period, which means we put together an enormous report, submitted it to an external reviewer, hosted the reviewer here on campus, and then digested his feedback. Our reviewer, Dr. Ross Wheeler, a member of the executive board of the Northeast Regional Honors Council and an English professor at Queens College, was, without question, impressed with us. His conclusion? “The honors program represents what CNR does best.” He has not been alone in recognizing this fact.

This past fall, President Huntington invited the Honors Program to give a presentation to the college’s Board of Trustees. A selection of Honors students and faculty lunched with members of the Board, engaging them in intense conversations about what it is we do here on campus. The formal part of the meeting included remarks from both students and faculty about things such as travel to Honors conferences, courses like Junior Colloquium, and experiences from our various seminar offerings. The response was overwhelmingly positive: the Board embraced the Program, its members, and its goals.

Without question, one of the things that everyone – from Dr. Wheeler to the Board of Trustees – has been impressed with is the sense of identity and community that saturates the Program. For example, when I asked students to volunteer to meet with Dr. Wheeler, too many came forward for us to accommodate. When we hosted a speaker, Dr. Alisha Holland, Postdoctoral Researcher in Cognitive Neuroscience at New York University, in the Living and Learning community in Ursula as part of the junior colloquium’s project on memory, students from all classes attended. The same thing happened with the field trip to Sunnyside



for members of “December in America” – students not in the class signed up and came with us. And when CNR Drama staged a reading of “A Christmas Carol” in the Castle Parlors in conjunction with that seminar, it was all hands – faculty and students – on deck. And it was really fun.

Why? Why give up a Saturday to head to Tarrytown to learn about Washington Irving?

One of the things I always find myself saying – and most of you have undoubtedly heard

“...Honors is not about
making college
harder, it’s about
making it better.”

me, at least once, say it to you – is that Honors is not about making college harder, it’s about making it better. And all of these things do just that: they make college better. Field trips expose students to places they have never been to before, speakers introduce new perspectives and ideas, and gatherings like “A Christmas Carol” brings us together in new and important ways.

I mean really, did you know that Dean Thompson was such a good actor?

It is an exciting time in Honors, and each and every member of the Honors community makes sure that it continues. With two new seminars in our roster this year, an enthusiastic new cohort of first-year students, and the exciting projects that our juniors are doing in colloquium, we will continue to be the vibrant community that our quadrennial review confirmed. †

On Education

A Winded Article From One of the Editors

Amelia Ellis, '14

I would like to propose a new education; an education that would produce the best and brightest of citizens in a world that is increasingly becoming more competitive; where our own country, once a most prestigious country, is not world power it once was. With this education, those who have the drive to change may change, and be given the tools to do so. Those who have the passion to create may create, and be given the tools to do so. Those who have the motivation to write may write, and be given the tools to do so. This education would not limit the minds and bodies of the people, but rather expand their horizons and actualized possibilities. This education would assist in gaining a greater and stronger individual freedom, and for the small cost of time and expense—which in this new education would be no greater than any other expense—for both teacher and pupil, the results would have a lasting effect on the economy and the future of science, mathematics, and arts. Although this proposal is similar to what is required of the government and state already, there are a few great changes that should be instated that will result in the betterment of the attitudes of those teaching and attending school. One thing I propose is the dissolution of state/federal standardized testing. The SATs—if kept as a required test—should be used as a monitoring tool for the federal government to assess the effectiveness of pre-college education, and not a sifter of prospective students. The SATs is not a test of individual quality, but of mnemonic skill. We all know that those who score high enough on the SATs to make it into an Ivy League school can be poor decision makers, lack motivation to learn, and even fail out of the Tier A school they applied to. Just because someone may retain more information than another does not make him the next great thinker, or Yale graduate. The effects of test taking shall be examined further later on. Another change I propose is to allow students to choose whether or not they attend school past middle school. This will also be discussed in more depth.

In order to reform, there must be reform first from the top down, and then the bottom up. By this I mean the rich must become poorer and the poor must become richer. Why target the wealthier community? In a capitalistic society, it doesn't matter if it is a democratic society, those with money—congress, lobbyists, and their blackmailers; large corporations, banks, and advertising agencies—turn democracy into an oligarchy, and make the decisions for the country without knowing what it is the country really wants. The wealthy have the power. Therefore, it is up to the powerful to institute the change required. Already we see that the wealthy donate their money for tax deductions to honorable foundations dedicated to cancer research, animal rights, and other social justice organizations, but I propose that the corporate wealthy are required to give-up a percentage of their annual income to educational institutions to improve school infrastructure. The corporate wealthy are those who are in charge of big business, prominent figures in the stock market, and report a large annual salary.

The corporate wealthy must give up luxuries excess money may provide them in order to help sustain the country they live in—as it is their duty as privileged members of society to help create a more prosperous state in which their capitalistic profit can find stability, profitability, and honesty—by giving a portion of their profits to update the facilities of schools that are not up to date with state of the art technology, sanitary bathroom facilities and plumbing, contemporary printings of history, math, and science books, and enriching fine arts programs. And as education begins from the moment a child is born—the child learning his surroundings and the Pavlovian response of the mother to his cry—the opportunity to learn only in the best facilities should be offered at an early age. Therefore, pre-school and kindergarten aside, when one begins elementary school, only the best equipment for exploration and expansion of the mind should be offered to the student. Let trickle-down economics show its face this way.

However, there must be some way of creating solidarity of mind on the tax imposed as many wealthy may not agree to giving up their profits for education, and would want to control what is being purchased for schools. This requires the humbling of egos, and pride. If enough of the corporate wealthy are on board and

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The History of Christmas in the Castle

Sr. Martha Counihan, OSU

There is no doubt the original owner of the Castle, Simeon Leland, celebrated Christmas here with his family. Karal Ann Marling's book reminds us that Queen Victoria's husband, Prince Albert, introduced the German custom of the Christmas tree to his large family. With so many newspapers and magazines reporting about the royals, this custom and other customs were eagerly read in NYC newspapers and imitated.

In 1896, the Ursulines bought Leland Castle and opened a day and boarding school. Christmas was celebrated with a party for the children, a play, and probably a tree. The CNR Christmas continues more than a century later, blending with the Catholic customs of the past and present.

Advent

THE FOUR SUNDAYS BEFORE CHRISTMAS ARE CALLED "ADVENT." Customs associated with Advent arrived in the form of "Advent Angels" when little secret gifts or favors would be left—opened at the Christmas party—in the residence hall. Greater emphasis on Advent came in the 1950s and lasted until the time of Vatican II in the 1960s when Christmas celebrations became subdued. For students, the change meant the annual Christmas dinner to which faculty and their families were invited was switched to the feast of Epiphany on Jan. 6th which commemorates the visit of the Magi. An advent wreath in the dining Hall was lit in the evening at dinner, one candle for every week of Advent. This continues at Mass in the Chapel.

Traditions

TATLER CAME INTO BEING IN 1921. THE QUARTERLY, A STUDENT MAGAZINE OF NEWS, poetry, short stories, dates to 1907. There are reports about the Christmas party, held in the Castle reception room (large parlors),

and a special supper with decorations in the student dining room (now Castle Gallery). When Maura Hall was completed in 1913, a large statue of Mary stood at the head of the stairs, and it became custom that all the resident students would gather in front of the staircase in Maura, and the Student Body President would bring a life size statue of the Christ child to place in the manger at her feet as the students sang Christmas carols. From there they went into Maura dining room—in their finest long gowns—for a festive dinner followed by entertainment in the Gymnasium (Chidwick Auditorium). Santa would visit with gifts for all. As the student body grew, a separate party for commuter students was held in the afternoon. The Archives collections of photographs and student publications give one an idea of how CNR celebrated Christmas each year.

Music

A CHOIR OF STUDENTS SANG RELIGIOUS SONGS (IN LATIN) FOR ABOUT 20 YEARS. All students had to take a course in liturgical music, and a Glee Club was started in the 1950s. There were frequent Christmas Glee Club Concerts, sometimes with the men's college. The Gospel Choir begun around 1976, as well as the Chapel Choir now composed of faculty, friends, Ursulines, and students.

Serviam

PART OF THE COLLEGE'S CATHOLIC HERITAGE IS TO EMPHASIZE CHRISTMAS AS A TIME OF GIVING AS WELL AS RECEIVING. Each class, and many clubs organized fundraising drives, or went to visit orphans or old people with small gifts they had collected. A poor parochial school in the Bronx or Harlem might have a Christmas party organized for the children. By the 1940s, this "Caritas Weekend" was well organized by student leaders and the custom continued into the late 1960s. Each of the College's language clubs—French, Italian, Spanish, and German—and the Art club had Christmas parties for members where Christmas traditions were discussed.

CNR had a Child Study Center nursery school from 1942 until the 1970s where psychology majors had practical, hands-on experience. Briefly, the nun who ran the school tried to "do away" with Santa Claus, telling the children that it was the Baby Jesus who brought all those toys and gifts. The parents soon put an end to this, and Santa Claus came each year!

More recently, Campus Ministry has spon

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sored events to celebrate the Season of Christmas: days of reflection, cookie open house, opportunities for service projects, as well as actively planning and participating in Catholic liturgical services of the season. All are now invited each year in early December to attend the blessing and lighting of the Christmas tree on the Chidwick mall, and to the midnight mass and mass of Christmas day in Holy Family Chapel.

When the Ursulines sold the Castle, many of the old cloister rules ended, and the Castle became the place for an annual "Christmas in the Castle" supper. It became more than punch and cookies of earlier days. Alcohol was served and all admired the one and only real Christmas tree. The President would greet each employee in the entry hall of the Castle, and the party would begin—many dressed "to the nines" in their holiday finery. Nowadays, the Castle is decorated with many artificial trees and greens, and numerous holiday events are hosted by the President. Frequently, a dramatic reading of Dickens' "A Christmas Carol," or some other religious play is performed for those attending the annual faculty and staff "Christmas in the Castle." A collection of Toys for Tots encourages party-goers to help the less fortunate.

Christmas Crèche

AT THE TIME OF THE CENTENNIAL, AN ALUMNA AND FORMER FACULTY MEMBER, DR. EILEEN CANTY, and her husband, offered to the College their collection of crèches from all over the world. These depictions of the manger scene in Bethlehem were collected in memory of their teenage daughter, Kate, who died suddenly when Dr. Canty was teaching here. Many are displayed in the Castle at Christmas and are a charming way to see how different cultures have imagined the birth of Jesus. †

In 2002, President Emeritus, Stephen J. Sweeny re-introduced the celebration of the feast of the Epiphany for the local congregation of Ursulines, friends, neighbors and alumnae. The mass is followed by a brunch in Maura Hall. President Huntington has continued many of these traditions.



Honors student's Denise Dailey (left) and Tazmin Uddin (right) in front of one of the crèches.

CNR Honors Visits Sunnyside

Mark Ramirez

A new Honors seminar at The College of New Rochelle is bringing some intellectual rigor to the holiday season, with a dozen students learning how holidays, from Halloween through New Year's, originated and how they have been shaped by immigration, pop culture, consumerism, and numerous other factors.

Dr. Amy Bass developed the seminar from an exercise in another Honors course she teaches called Race & Ethnicity, where students share what is on their table during Thanksgiving, if they celebrate it, as a way of beginning the process of tracing who they are. "Soon I put all of it together, thinking a class on family and community rituals from Halloween to New Year's would be a lot of fun, but also would have a lot of content."

In addition to numerous readings and constant discussion, the class welcomed guests from various traditions: Sister Martha Counihan discussed Christmas at The College of New Rochelle

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and Rabbi Scott Weiner of Temple Israel discussed American Judaism during the holiday season.

Students also learned outside the classroom:

They visited Washington Irving's home, Sunnyside, in Tarrytown; viewed the College's collection of crèches from around the world; and took part in a reading of Charles Dickens' "A Christmas Carol." That combination of classroom and experiential learning is a hallmark of Honors classes, Dr. Bass says. The difference in this case is that the class is doing it in real time. "This will never be taught in the spring semester!"

"I've watched them go through an evolution that I'm familiar with: the breaking of a lot of the 'truths' they thought were forever," Dr. Bass says. One thing students have learned is that Christmas has been a "battleground holiday" from the beginning. "The Puritans made it illegal in the 17th century and closed all churches on Christmas Day: that's a battleground for beliefs."

As with all Honors classes, Dr. Bass says, the students understand that they are contributors every step of the way. "A few students did really interesting research on their family's traditions abroad for St. Nicholas Day," she said. "Excellent contributions to our conversations." †



CNR Honors at Sunnyside.

An excerpt from

Christmas Eve

by

Washington Irving

Now Christmas is come,
Let us beat up the drum,
And call all our neighbours together;
And when they appear,
Let us make them such cheer,
As will keep out the wind and the weather, etc.

~

My chamber was in the old part of the mansion, the ponderous furniture of which might have been fabricated in the days of the giants. The room was panelled with cornices of heavy carved-work, in which flowers and grotesque faces were strangely intermingled; and a row of black-looking portraits stared mournfully at me from the walls. The bed was of rich though faded damask, with a lofty tester, and stood in a niche opposite a bow-window.

I had scarcely got into bed when a strain of music seemed to break forth in the air just below the window. I listened, and found it proceeded from a band, which I concluded to be the waits from some neighbouring village. They went round the house, playing under the windows. I drew aside the curtains, to hear them more distinctly. The moonbeams fell through the upper part of the casement, partially lighting up the antiquated apartment. The sounds, as they receded became more soft and aerial, and seemed to accord with quiet and moonlight.

I listened and listened—they became more and more tender and remote, and, as they gradually died away, my head sank upon the pillow and I fell asleep. †

"A Christmas Carol" **Staged Reading**

On December 6th, 2012, the Honors Program in conjunction with Campus Ministry, The Office of Mission and Identity, Student Development, and CNR Drama, put on a staged reading of Charles Dickens' "A Christmas Carol." The idea was called to attention when Dr. Amy Bass approached advisor to CNR Drama, Laurie Castaldo, about coordinating a program with her Fall 2012 class, December in America. CNR Drama agreed to produce and cast the show, even suggesting that it be held in the Castle Parlors. With a large group of Honors students acting as well as helping out as ushers for the event, the enthusiasm of the Honors Program was showcased.

Not only did the students involved play their parts with pride, they weren't afraid to sing along with Christmas carols led by Campus Ministry. Acting alongside professors, Deans, and the president of The College of New Rochelle is truly a wonderful experience. It brings the college community, freshman and senior, faculty and student, together in a collaborative effort to provide Holiday cheer for one and all. Congratulations to all of the Honors students involved; you should be very proud of yourselves. †

The Honorable Players

Regina Alvarado, '14 as Anne, Scrooge's betrothed
 Shacelles Bonner, '15 as Passerby #2
 Lee-Anne Daley, '15 as Peter Cratchit
 Amelia Ellis, '14 as Mrs. Cratchit
 Genevieve Fleckenstein, '13 as Martha Cratchit
 Molly McMurray, '13 as Tiny Tim
 Rashaa Parker, '15 as Belinda Cratchit
 Miranda Polat, '15 as Boy Scrooge
 Dr. Stephen O'Rourke as Bob Cratchit
 Professor Daniel Smith as Jacob Marley
 Dr. Amy Bass as The Ghost of Christmas Past
 Laurie P. Castaldo, SNR '94, Director/Producer

Christmas in the Castle: An All Day Event

Lee-Anne Daley, '15

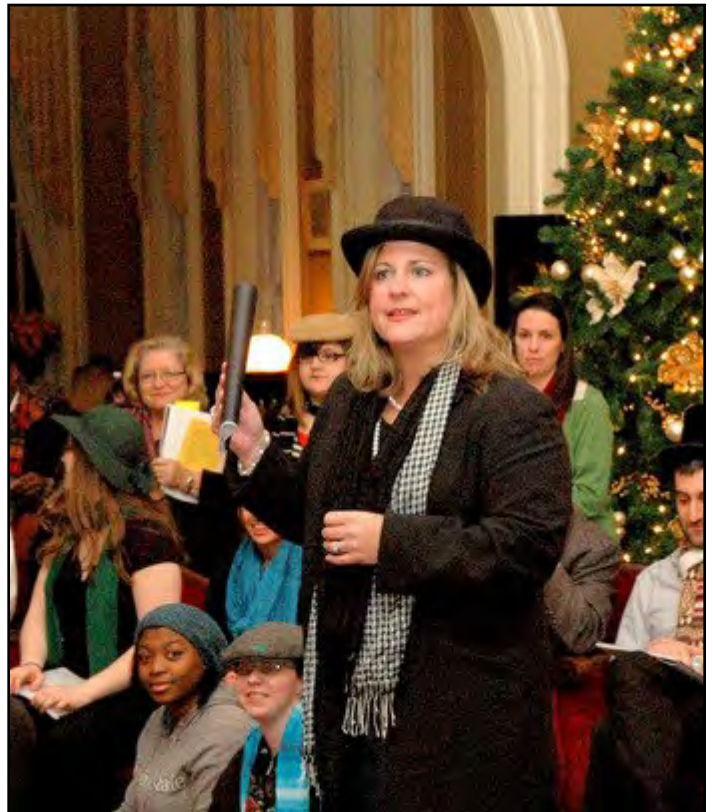
Christmas in the Castle at The College of New Rochelle is a wonderful experience. On December 6th at approximately 4:45 pm, the event started with the Blessing of the Crèche and Lighting of the Christmas tree. The event that followed was the staged reading of "A Christmas Carol." The event was a collaboration of CNR Drama, the Honors program, Campus Ministry, Student Development, and The Office of Mission and Identity, expanding on the Honors seminar December in America. This collaboration was further improved by holding the reading in the Castle Parlors. The parlors were decorated for the Holiday season with classic red furniture and greens. The parlors were also the site of many crèches.

The story of "A Christmas Carol" is a familiar one that has been adapted in many ways, many times. It tells the story of Scrooge, a bitter old miser who does not see the sense in celebrating the cheery holiday of Christmas. Scrooge is then visited by his deceased business partner Jacob Marley. Scrooge is warned that his future looks bleak unless he changes his ways and learns to understand the joy of helping people. He is visited by three ghosts that show him his past, the present, and his future to evoke feelings that cause Scrooge to change his ways and learn the true meaning of Christmas.

The staged-reading of the Dickens' classic attracted many from the college community of all ages. The cast of the reading was as equally diverse as the attendees. The cast was made up of various students of different majors, and college faculty. Many students came to see their friends, professors, and co-workers play Dickens' memorable characters. The event was held together with the help of staff, caterers, and the director and ushers. The scenes were amplified with the amazing sounds courtesy of the sound technician, Holly Bogardus. The actors were amazing and played their roles, doing justice to Dickens' piece. This reading captivated audience members and put people in the spirit of Christmas. The lesson learned in this classic is that giving is often more rewarding than receiving. †



From left to right, starting at the top: Miranda Polat, Amelia Ellis, Genevieve Fleckstein, Rasha Parker, Lee-Anne Daley, Molly McMurray



Dr. Amy Bass introduces the staged-reading of “A Christmas Carol.”



Dr. Steven O'Rourke (left) as Bob Cratchit and Professor Daniel Smith (right) as Jacob Marley. What a fine pair!

Christmas at Rockefeller Center with Shacelles Bonner, Lee-Anne Daley, and Lena Fin

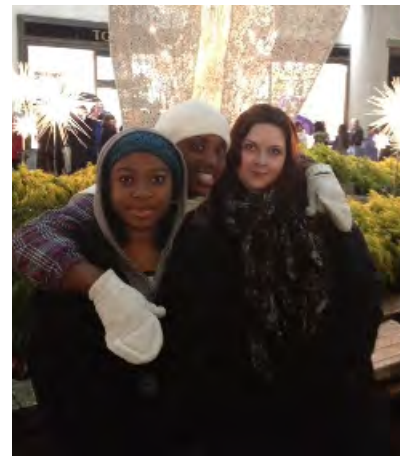


Lena Fin, '15

On Friday, December 7th, some of our Honors students attended a trip sponsored by Student Development to the Rockefeller Center in New York City.

The group met outside of SSC at 6PM and went on their way to experience the spirit of the holidays in the city. The trip indirectly coincided with the December in America course taught as one of the Honors seminars. One of the purposes of the class was to observe the influence of Christmas now, in historical context of literature and tradition.

The students enjoyed their time in the city and participated in their own holiday celebrations with brand new outlooks. †





A Downy Woodpecker on a tree in front of Ursula trying to find food.

My Honors Research Project

Ramya Barathi, '15

Last semester, Fall 2012, I completed an Honors Contract with Dr. Faith Kostel-Hughes in Environmental Biology, i.e. ecology. Although ecology is not my favorite of the sciences, I definitely have obtained a new appreciation for it because of my project. My thesis required me to examine the various vertebrates on the CNR main campus to study their behavior to find out what makes them successful in this particular environment.

My main focus was on birds. Before, I have never really given thought to the various species on campus or how they behave, they were just birds to me. After spending an entire semester observing the several species on campus, I can say this project was one of the most interesting things I have done. I can now identify several bird species on campus, like the Tufted Titmouse and the Black-capped Chickadee. What surprised me most was how aggressive birds can be, especially the

small ones. The common House Sparrows are the most aggressive on campus; when I was observing them on the feeder in front of Ursula Hall, they blocked any bird that tried to take the seeds. They literally push and peck at each other when foraging for food.

I have also realized how resilient birds can be. During the week that CNR was closed after Superstorm Sandy, I worried about how the birds were going to survive the storm. There were nests in the corners of buildings that could survive, but I had little hope for the nests in the trees. On the day I came back to school, the first thing I checked was whether the nests were still there, and to my surprise they were. I informed Dr. Kostel-Hughes about this, and she told me that animals and birds are much more adapted to storms like this and are very good at surviving them. Humans, on the other hand, not so much. †

The (*not so*) Typical Halloween Experience

Shacelles Bonner, '15

Halloween is a time of absurdity, entertainment and anticipation. In movies, Halloween is a fun packed action-adventure where parents become possessed and their kids fight evil ghouls to save them. It is considered a harmless holiday. However, Halloween is a day that is jam-packed with sexuality and hostility. Adults use Halloween as a time to explore sexual tensions that, without taking advantage of Halloween “freedoms,” would most likely remain trapped within themselves. From slutty bunnies, to naughty nuns, and “juicy” watermelons, Halloween has become the perfect time for many adults to reenact their most insatiable fantasies.

The Greenwich Village Halloween Parade is an ideal representation of such a display. It embodies the perfect adult Halloween while incorporating traditional Halloween views, trick-or-treat and all. Seeing that I have never experienced an “adult” Halloween, I was definitely looking forward to attending the Greenwich Village Halloween Parade. I was finally going to “party” with the big boys. I even had an original costume prepared as well as a back story for my character. I was going to be a “Black Widow Genie.” As the Black Widow Genie, I grant my master’s last wish and then savagely murder him. The more I killed, the more powerful I became. My costume consisted of fuchsia pants, a fuchsia vest, shiny silver genie shoes, and a white, long-sleeved, half-cut undershirt. I had a silver headband with a spider in the middle, bangles, and a long pink and blue wig. I was extremely excited; this was going to be the best Halloween ever. No more

trick-or-treating or silly Halloween parties.

Unfortunately, several days before Halloween, Superstorm Sandy attacked the East Coast, and washed away any hope of attending the parade. I was evacuated from school, and I didn’t consider that I would not be able to go into my room until the storm had passed during all the commotion. As soon as I got home, I remembered my costume, hanging in my closet, neatly prepared for the parade that it would never attend.

Halloween ended up being just a regular day. With no costume and all want to go “trick or treating” destroyed by Sandy, I decided to spend my day watching horror movies with my sister and surfing the internet. So instead, I had my own little Halloween at home. Around 8pm, my brother begged me to take him trick-or-treating. Defeated, I decided I would. It was a barren wasteland outside; no one dared to venture past their doorsteps. After 30 minutes, my brother wanted to go home. As he stated: “it just wasn’t the same.” All festive feelings seemed to have been washed away by the storm.

For me, Halloween represents a day of horror, weirdness, and merriment. Although not typical, this Halloween embodied all of this. From the horror of Sandy, and the fun time I had with my family, this Halloween has surely become a memorable one. †



Photo courtesy of BrooklynVegan. 2008.

For more information on the Greenwich Village Halloween Parade, visit www.halloween-nyc.com.

On Education continued from page 6...

agree that the tax will be for the eventual benefit of their business and the country, then perhaps a hegemonic stance will take place in the upper class community and the powerful will use their power for this good.

By the corporate wealthy giving annually a large portion of their profit, the federal/state government would not be so apt to pressure schools to teach children a strict set of required material for testing—in Massachusetts, the high school syllabus is based around what will be on the MCAS, a state comprehension test to analyze the intelligence of students—and the school may take on a more open minded and liberal arts education for those interested in studying the humanities. Those interested in business, automotive, engineering, or other technical trades, may focus their time and energies into honing their skills. Teachers will also be able to put their full knowledge to use and write a syllabus that would be taught with willing passion and interest. The pressure of the state test would reduce academic insecurity, and the scores would no longer be the basis of federal and state aid—therefore turning the state’s monetary focus to improving state infrastructure, health care, or other beneficial programs. This does not mean the state should pull funding for education. It should still have a hand in funding education. If broken down, funding for education would look like this:

Required annual tax of the wealthy would be pooled and distributed evenly to educational institutions in their state, unless otherwise specified on a personal check. Their money would go towards improving the structure of the school. State citizens would have the regular portion of what is taken out of their taxes put towards the state’s education budget. The state government would turn around and offer supplementary support for educational literature, as well as provide state scholarship for students attending in-state college institutions—only to be offered to state citizens. The state should also be aware of teachers’ salaries and provide them with the necessary pay to live comfortably. The federal government should assess the state’s schools to determine what is a financial priority, and see that discrimination against religious and scientific programs does not get in the way of funding. The federal government will provide supplementary monies for projects the state cannot afford. It will also provide scholarship and aid to students going into college.

Eventually, public schools will become quality

institutions in terms of infrastructure and technological opportunity, and no public school should be without what another public school has. This being said, there is still the question of the quality of professors, and this is where the difference between public institutions will mainly lie. It is important that all teachers be educated in the humanities and the basics of mathematics and science, but no longer in a regular sense as it has been; the bar must be raised for those looking to educate the future small business owners, medical doctors, writers, and artists of America. Innovation begins with the people, not the reputation of the corporation. So let us treat each child that enters into school as seriously as the future he could be. In order to do this education must find a new set of standards. By bumping up these standards from elementary school and on, we will find that the bachelor’s degree will no longer be an extension of one’s high school education, but a real achievement; those who obtain their master’s will surely have conquered intellectual feats, and the PhD is the true test of deep thought and respect for one’s mind and the society he lives in.

I mentioned earlier that teachers should be able to design their own course program. This does not mean that there should not be required courses. A student should be able to write effectively in legible handwriting, as well as know algebra, geometry, basic physics and chemistry equations, and other scientific theories. Students should also be educated on Islam, Judaism, Christianity, and other major world religions. Students should know of the genocides in Europe, Africa, and South America; the concentration camps in the United States during World War II. Students should have worldly knowledge, not a closed view. The teachers who take on these required courses will design the course in a way they see fit. In order to keep the teachers in check, making sure that the science course does not become religiously biased, and a religion/philosophy course does not become scientifically biased (bias here implies a bias detrimental to the learning process and ethical treatment of others), it is important that the teacher himself is knowledgeable of all things, academically honest, and a forward thinker and leader. It is only until a course in one subject becomes a seminar or special topics course—a follow-up to introductory courses—that the radical opinions and theses of the teacher may be introduced. At all times it should

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be the teacher's duty to instill open-mindedness and humility in the students, no matter the level of opinion in the learning material. The teacher should also encourage, when appropriate to the lesson plan, different views.

By raising the bar in elementary, middle, and high school, the bar will certainly be raised in college, as the course material will be forced to become more rigorous. The bachelor's degree will require a higher level of thinking, and the completion of this schooling will be seen as admirable. By restoring the prestige that once came with the bachelor's degree, we will find that the country's growing obsession with certification, and continual discouragement amongst those who cannot afford a master's degree education—but acknowledge that it is needed to receive a higher salary—will lessen, and a citizen's ability to find himself and his individuality in his work, creativity, family, friends, and leisure activities will become easier for him to do as he will not forcibly be made to stay in a classroom longer than he wishes.

For now, we must work our way from the top down when we educate our future educators, for it is all we have. We must make students and professors more knowledgeable than before, equipped with the ideas of the future, the past, and the present. Therefore our current college students must meet a greater challenge to learn more than is expected of them, and professors will have to continuously stay on top of the progress of their field. College students will have to apply more energy into their studies instead of romantic relationships and leisure activities. This means that extreme efforts must go into maintaining teachers and students' mental and physical well being, and ensuring the learning environment is friendly and accommodating as the adjustment is being made. Our current teachers must struggle through explaining what are seen as adult ideas to what are seen as age inappropriate children. Do not limit the esoteric knowledge to a high school classroom; allow our elementary school children to be exposed to abstract ideas at a young age that will ultimately encourage them to seek out new ways to live a fulfilling life, and produce the next great advancement in society. These children will grow up smarter than their parents and become the next great educators, and those students of those next great educators shall grow up to be smarter than the previous generation, and so on and so forth.

Allow our artists to open their minds to cre-

ative genius; allow our religious to open their minds to greater forms of social justice; allow our philosophers to engage the religious to achieve bounds in thought; allow our plumbers, electricians, and carpenters to find new ways to make a safer and efficient home, pipeline, or energy saving methodology. By giving our children more intelligence, they will give back more to society, and help put the United States back on top of the list for industry, innovation, and intelligence.

But for those who do not wish to have this education, do not force them. An unwilling student will become an unwilling boss, and an unwilling boss will create an unhappy workplace, just as the unwilling teacher will let the classroom reflect his own failures. Therefore, we must maintain a spark of curiosity and excitement to education and not make it appear to be a mysterious nuisance required of all. And perhaps this is the greatest form of reform—take away the schooling requirement past middle school. Allow those youth who wish to be apprentice to a tradesmen to do so; if this is what they feel they are better suited to, then allow them to develop that in themselves. Support their freedom and individuality by offering the opportunity to grow—why keep someone in a place where they will not excel or graduate? What good will it do to the statistics of the school, or the self-esteem of the student to keep them in a place where they feel they fail? Should not parents love the child enough to want him to find his place in society?

Should not the country and the state care for its citizens enough that if the individual does not wish to be a doctor or lawyer, the state shall not make him feel exploited and inferior? Should not every job in this country be equal as it takes a content people to create a content society? Not everyone can be a doctor; we need janitors as well. Not everyone can be a movie star; we need costumers, make-up artists, and hair stylists as well. Not everyone can be a neuroscientist; we need sculptures and painters as well. So why push someone to become a doctor when his happiness is on the line; his mental well being, and the mental well being that will translate to his performance on his patients? Education is not strictly institutional. And an institution such as high school has already been proven inadequate at keeping kids out of trouble. So the excuse that required schooling keeps kids off the street, ie., out of trouble, is not viable. Put fourteen

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year olds to work and they will stay out of trouble, occupied with a job that requires energy, learning and skill.

That being said, why are we in college now—why have we chosen to stay in the educational system? Some of us may not want to be here, but we are. The reluctant may be in it for the promise of money, or the pleasure of parents and other family. The reluctant may be saying to themselves, “I should drop out of school now because it isn’t what I want to do.” Don’t quit now; don’t leave what you have started incomplete. Fight through college, but look at it in a different light. Release yourselves of others’ requirements of you. Do not let their hold on you determine your success. Find what works for you and go for it. Look the purpose you find, or the purpose you do not find, in the eyes and jump into your own individuality, even if that individuality is the same as everyone else’s. It is terrifying. It is a lonely transition. All the ropes you once felt holding you down, as uncomfortable as they may have been, seem like such a comfort. But the thought of going back to them makes you angry, stubborn, and indignant. Until suddenly you realize yourself, or someone tells you to get your act together and you wake up to find that this is what you want, life will be an intense struggle. You think the consequences of going against family is really that bad? If your family does not support you, does not love you for who you are, but the education you are receiving, do not look to them any longer. Look to the people in your situation, find them, and make the transition together. This is your life. This is your college experience. The peanut gallery is not going to college in your shoes. And college is the best place to go through this transition anyway. Take advantage of the liberal arts education and take classes that may help *you* find *you*. Don’t get your degree in anger and bitterness, but get it in satisfied exhaustion. Let the journey you take wear and tear you down to your core, but because your drive to learn and want to know your subject has allowed you to finish this four, five, maybe six year marathon. Be proud of your battle scars and your mistakes; they have educated you as well. †

What You Should Be Reading, Honors: The Ultimate Reader’s Suggestions

Rashaa Parker, ‘15

“The Great Gatsby”
F. Scott Fitzgerald

“The Old Man and The Sea”
Ernest Hemingway

“Beowulf”
Translation by
Seamus Heaney

“Frankenstein”
Mary Shelley

“Pride and Prejudice”
Jane Austen

“The Grapes of Wrath”
John Steinbeck

“Moby-Dick”
Herman Melville

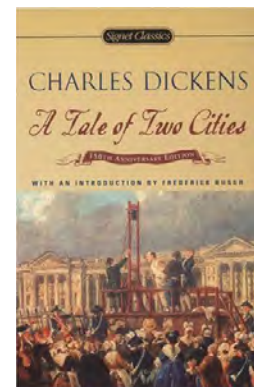
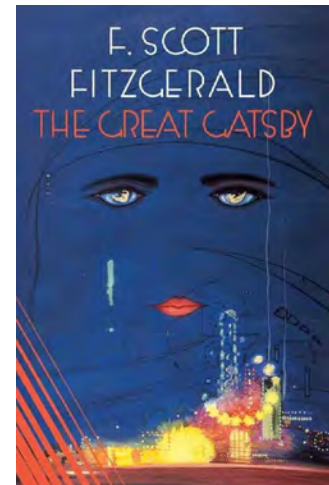
“The Scarlet Letter”
Nathaniel Hawthorne

“A Tale of Two Cities”
Charles Dickens

“Animal Farm”
George Orwell

“Lord of the Flies”
William Golding

“A Midsummer Night’s Dream”
William Shakespeare



Welcome First-Years Class of 2016

*Katy Baudendistel • Claudia Benitez • Ashley Hernandez • Nicole Rocco
Sasha Schultz • Delilah Sequeira • Meagan Yoeono*



Sasha Schultz

SASHA SCHULTZ For years now, environmental issues have captivated me. My name is Sasha Schultz and I was born in Georgetown, Guyana. I am an Environmental Studies major here at CNR, and plan to further my studies into Environmental Geology. My passion has gone beyond the classroom leading to me joining Model United Nations (Model UN) as an environmental advocate. Recently, I have joined the W.I.L.D.E. Club as Vice President planning multiple campaigns and information sessions to raise environmental awareness across the CNR student body.

ASHLEY HERNANDEZ I am a freshman psychology major here at CNR. I live in the Bronx (well not now, I dorm at Ursula). One day, I hope to work in the psychology field as a therapist working at a hospital. I attended the Bronx High School of Science, where I was involved in an anime club, refugee support club, and starving artist association club. I love anything to do with cartoons, anime/manga, arts and crafts, and video and computer games. I also have some hobbies, such as drawing, writing stories, making and selling jewelry, and sewing/making outfits/costumes. I also “cosplay,” or “costume play.” Making each outfit takes so much time (and tears, band-aids, and fabric...So much fabric.), but is very rewarding in the end. Some have even been worn to New York Comic Con, which I try to attend each year. Thank you for reading!



From left to right: Katy Baudendistel and Meagan Yoeono

MEAGAN YOEONO I came from a random city in Northern California—Martinez—all the way to The College of New Rochelle in New York for the NCAA DIII cross-country team. I was welcomed to the school by many, my art professors encouraging my dream of becoming an architect. Now enrolled as a double major in Art and Math, I have a full plate of activities. I try to always stay physically active so once the cross-country season ended, I joined the CNR swim team. I enjoy being part of Honors, and being able to attend events like “lunch with the president.” CNR really takes care of us, doing things such as putting us in a “living learning community” giving us the environment to efficiently do our work.

CATHERINE (KATY) BAUDENDISTEL I am a freshman student at CNR. I am a dual psychology and biology (pre-med) major, planning to become a child psychiatrist. I am from Seton Catholic Central High School, a small, private school in Binghamton, New York. I am very involved with the Girl Scouts of America and the Center for Transplant and Donation. Currently at CNR, I am a research assistant to Dr. Lafleur, a tutor for the writing center, as well as a member of Emerging Leaders, Model UN, S.A.M.S., and the Honors Board. My favorite things to do are organize and match all of my things courtesy of Vera Bradley.

The following article has been reprinted with permission from *Phoenix Literary and Arts Magazine* January 2013 e-Newsletter, and Genevieve Fleckenstein.

The Singer-Songwriter is an Honors seminar that deconstructs and interprets the lyrical poetry of folk singer icon Bob Dylan, and examines the origins and qualities of songwriting. As Bob Dylan's lyrics have proven to remain relevant both to current events and literature, the mystery surrounding his multi-faceted and seemingly uninterpretable lyrical poetry—there is never one correct interpretation to his songs; Dylan himself continuously claims that he hasn't an interpretation for his own lyrics—the class looks into Dylan's life and musical roots for answers. Students are invited to bring to the table their own beloved singer-songwriters in an attempt to objectively analyze their songwriter's literary technique and prowess, finding out along the way that an authentic and talented songwriter is hard to come by.

The course was taught last year, Spring 2012, by English professor Dr. Nick Smart. The class presented their poster display "Café Dylan" at Honors Conference Day and performed various Bob Dylan songs. See Dr. Amy Bass for more information on "Singer-Songwriter."

Thoughts on the Singer- Songwriter

Who is the singer-songwriter? To whom does he address his song? What language is to be expected of him? These are questions postulated by the listener, but only the singer-songwriter has the true answers. The singer-songwriter emerges from the human desire to communicate and express the self through music and lyrics. Granted, not all musicians are singer-songwriters. The singer-songwriter, or rather, the ideal singer-songwriter, is endowed with a lively awareness of the self, a specific comprehension of human nature, and a passion to contemplate and manifest the language of his universe.

Today's culture has been dampened with excess. Our society maintains overproduction. We choose immediacy over careful attention to detail. In this, we lose touch with language: the language that fuels our lives and connects us to the lives of others. There is no doubt in my mind the need to change these ways approaches us. Nonetheless, constant alterations to our social models reel us away from artistic depth in spite of many great advances.

The authentic mode of the singer-songwriter lies most visibly in the past. The past that resonates with me—the one that holds profound influence over my current music selection—is in the sounds of Bob Dylan, John Lennon, Janis Joplin, Freddie Mercury, and the like.

What is it that has kept their songs alive for so long? It is the artist's ability to maintain a detail-oriented songwriting process in the face of overproduction, our growing disconnect with the language—it is the ability of the singer-songwriter to conjure up human passions and great pleasure using not only the right music, but just the right words.

In an interview with Dick Cavett, John Lennon states, "I suddenly realized...I should put all my energy into writing the song, into the lyric. So then I transferred any writing ability I had completely to the songs. And the song lyric got better and the structure of the words got better and they became as important as the tune..." (September, 1971). There is a synthesis that occurs in songwriting. This synthesis comes from an artist's environment: the internal perceptions and external influences. It comes from exposure to life. Like anything else, with experience comes selectivity and precision.

Language makes the artist. This language is that experience which comes from the individual: frustrations, love, and grace.



"The words are just as important as the music...there would be no music without the words."

-Bob Dylan, San Francisco Press Conference, December 1965

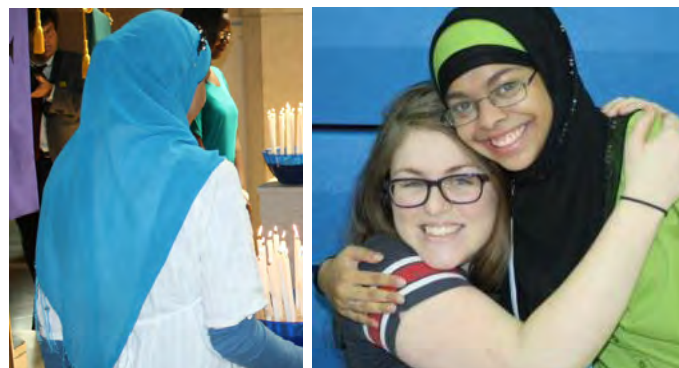
Genevieve Fleckenstein, '13

Tazmin Uddin, 2013*Servium...****Dear Honors,***

Where do I start? My earliest memory of the Honors experience began on a Fall day in the Honors Wing. It was 3am, and I was out of bed making a meal to begin my fast, since it was still the month of Ramadan. As I finished eating, cleaned up, and went to my room, I was happy to finally get under my covers. Fate had other plans and it turned out that I had locked myself out. You see, I had a double to myself that first semester, and I nervously knocked on my RA's door. I must have looked really miserable because she simply let me back in.

Looking back at this memory, I laugh at how I began my college career. That same semester, during INS, my class had to vote on who would present their speech in front of all the first year students, the Deans, and the President of the College. As my luck would have it, the class decided to choose me. This democracy left me wanting to disappear. My professor helped me prepare and my fellow Honors students took my index cards, returning them just before I had to go up. Reading my speech I noticed the smiley faces and words of encouragement written in the margins. Early on, we built an unbreakable bond and even as my journey makes me an Alumna of the Honors Program at CNR, I know that the friendships this program helped build are friendships that will continue to grow.

It is hard to believe that all this happened three and a half years ago. I can't help but ask: Where did the time go? Now, as I leave the program, completing my undergraduate experience with a degree in English, a minor in Religious Studies, and the Legal Studies Certificate, I realize how much the Honors Program has given to me. Where else would I have been able to take classes on music and popular culture? On the origins of holidays and traditions?



How else could I grow fond of Dylan, cherish Dickens, and make memories on Broadway? There is a lot that I have learned from the programs, but above everything I have learned, I have grown to value the friends I have made here, the memories that will carry me forward, and the skills that will allow me to succeed. It is hard to say farewell to a place that has given me so much, but as far as CNR goes, I am back as a Graduate student. Farewell my dear Honors Program, and to my Honors Cohort, until our paths cross again, all the success in your every endeavor. I know that you wonderful women do not need luck. Work hard and your dreams will always come true.

With hopes for a bright future,

Tazmin H. Uddin
Class of Jan'13

Game Zone

Across

1. He is definitely "on certainty"; get him off!
3. "Love means never having to say you're _____."
6. It can also be a rectangle, but a rectangle cannot be this.
8. Greek, meaning Mary, mother of Jesus or Mother of God
9. Designer hand-bag
12. She fit into the glass slipper.
14. Having or showing great knowledge.
15. He's been "locked out of Heaven."
17. Prolonged expression of appreciation by audience; guitar brand.
19. It's green and better than Pandora.
20. Current Vice

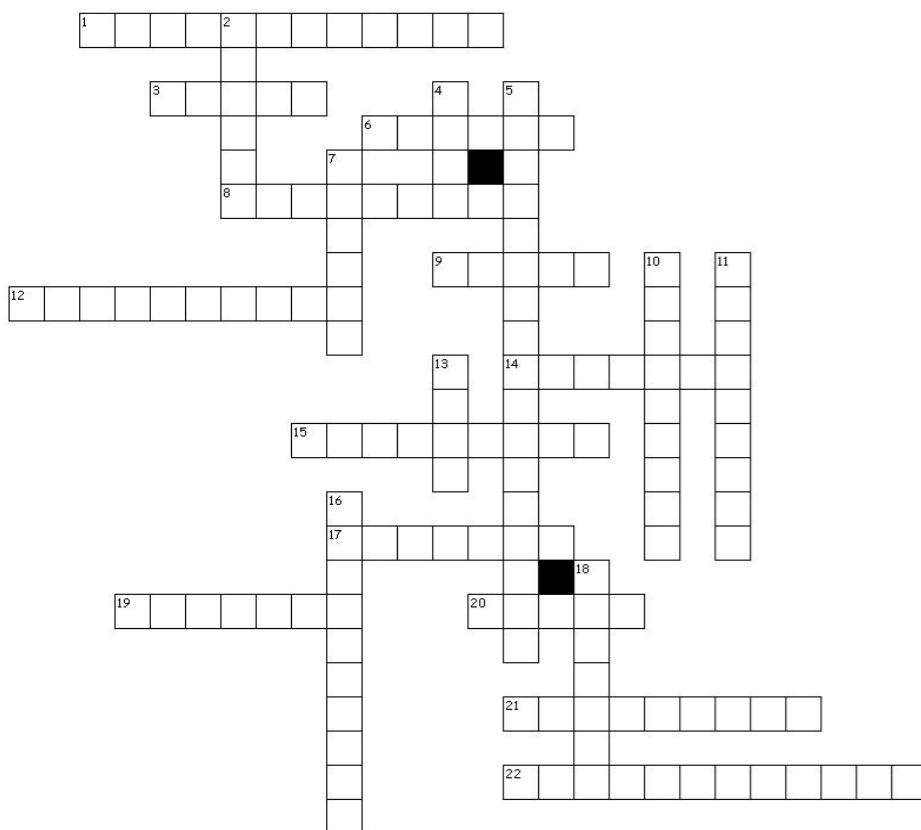
President of the United States.

21. He said, "Now I am king."

22. Went on an adventure and found a magical ring in the Misty Mountains.

Down

2. Deep red gem-stone.
4. Mohawks, Dr. Martens, Sex Pistols
5. Fear of the number 13.
7. Author of "The Road" _____ McCarthy.
10. "The shot heard around the world."
11. He loves to wear a red leather jacket.
13. He wields a hammer.
16. A writer's worst enemy.
18. Jonathan Livingston is what animal?



Sudoku

1				6	9	8		
6		2						1
	5				2			
	9					5		
2		3	6					
		4			7	2	6	
			5	3				
			9		4	6		5
							7	8

3	6							
			6				8	2
9				7	1			4
		9	2			5	7	
			9	8				6
	2	1						
				4		1		
8	4	3						
					6		3	

Can you find the professors hiding amongst the letters?

R	Z	I	M	M	E	R	G	N	K	O	A	K	I	N
L	E	Q	S	E	K	P	U	N	H	C	T	L	Z	I
P	N	I	E	X	D	V	I	I	O	I	E	S	E	K
P	M	F	H	S	C	I	N	U	S	R	K	P	J	R
S	P	S	Y	T	W	Q	N	Q	G	A	C	P	H	A
N	N	M	L	L	E	W	X	A	M	R	A	O	R	L
H	T	I	M	S	G	Z	E	Y	V	U	N	Y	R	S
O	T	D	L	A	G	S	U	U	C	G	N	E	I	C
O	M	R	R	W	A	I	K	A	D	E	I	B	Y	I
D	R	C	A	I	A	B	R	E	E	S	N	R	E	E
B	I	O	B	M	A	R	A	K	E	B	G	R	L	O
A	V	I	U	S	S	R	M	P	O	T	I	B	R	Q
Q	D	X	S	R	W	J	A	O	X	D	M	U	R	V
Z	W	O	L	S	K	I	N	X	E	A	C	E	D	Q
F	I	T	C	H	X	E	B	S	G	S	N	A	Y	R

BASS
DIBIASE
GARCIA
KRAMAN
MEDINA
QUINN
SCURO
SMITH

BEAUZETHIER
FITCH
GUINN
LARKIN
ONG
RAWLINS
SEGURARICO
ZIMMER

CANNING
GAMBLE
IERIDES
MAXWELL
OROURKE
RYAN
SMART
ZWOLSKI